NAVAL RESERVE OFFICERS TRAINING CORPS

LEADERSHIP AND MANAGEMENT

SEPTEMBER 2020

NAVAL SERVICE TRAINING COMMAND

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Record of Changes

CHANGE NO.	DATE OF CHANGE	DATE ENTERED	BY WHOM

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Letter of Promulgation

The curriculum guide for Leadership and Management provides the basis for the development of effective leadership and managerial competence. It is designed to be taught by experienced commissioned officers of the U.S. Navy and Marine Corps. Units are encouraged to optimize their resources at the university and invite experts in various fields as guest speakers whenever possible. Such faculty members should be sought for guest lectures in appropriate areas of the course.

As a basis for the development of lesson plans, the lesson guides contained herein provide the instructor with available reference and training aid resources, suggested instructional techniques, and the minimum baseline for achieving the requisite student competencies. With the differing number of contact hours available to each NROTC institution, professors should design their lesson plans to encompass the maximum depth and breadth of instruction feasible while ensuring that the minimum core competencies are attained.

This course, Leadership and Management, AUGUST 2020 is approved for implementation upon receipt. The curriculum guide for Leadership and Management OCTOBER 2018 is hereby canceled and superseded.

GOUGH.MARK.JO Digitally signed by
SEPH. GOUGH.MARK.JOSEPH.
Date: 2020.09.14 15:29:30 -05'00'   14 September 2020

Mark J. Gough   Date
NROTC Program Manager and Chief Academic Officer
Naval Service Training Command /N9

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Taxonomy

II. **Know** - Recall facts, bring to mind and recognize the appropriate material. Examples:

    J. Know the objectives of damage control aboard ship.

    K. Know the safety procedures used to provide the fullest measure of safe small boat operations.

III. **Comprehend** - Interpret principles and concepts and relate them to new situations. Examples:

    J. Comprehend the mission of the U.S. Navy and Marine Corps.

    K. Comprehend the concept of internal forces (e.g., stress, strain, shear).

IV. **Apply** - Utilize knowledge and comprehension of specific facts in new relationships with other facts, theories and principles. Examples:

    J. Apply correct plotting procedures when navigating in pilot waters.

    K. Apply correct procedures to determine times of sunrise and sunset.

V. **Demonstrate** - Show evidence of ability in performing a task. Examples:

    J. Demonstrate third class swimming skills and fundamental water survival skills.

    K. Demonstrate the correct procedure used in radio-telephone communications.

Professional Core Competencies

The following Professional Core Competency Objectives for this course are taken from Professional Core Competencies Manual for Officer Accession Programs. Only those PCCs which apply to this course are included. The numbering below is the numbering found in the PCC Manual.

I. NAVAL ORIENTATION & OFFICERSHIP

A. Comprehend the role of commissioned officers as members of the U.S. Armed Forces and know the obligations and responsibilities assumed by taking the oath of office and accepting a commission including the Constitutional requirement for civilian control.

1. Comprehend the Naval officer's roles and responsibilities as a member of the profession of arms.

2. Comprehend the significance of special trust and confidence vested in commissioned officers.

G. Comprehend command relationships and organization.

II. LEADERSHIP AND ETHICS

B. Comprehend Naval leadership development.

2. Comprehend the relationship between authority, responsibility, and accountability.

C. Comprehend the professional, moral, and ethical responsibilities of the Naval Officer.

1. Comprehend the relationship of integrity, moral courage, and ethical behavior to authority, responsibility, and accountability.

2. Demonstrate, by personal example, the professional attributes and behaviors of a Naval Officer.

D. Demonstrate an understanding how the following influence an officer's ability to effectively lead in an organization:

1. Importance of officers leading by personal example.

2. Prioritization of Constitution, mission, service, command, shipmate and self.

3. Use of authority.

4. Conveyance of clear and concise Commander's Intent.

5. Degree of delegation and decentralization.

6. Officer-enlisted professional relationship.

7. Fostering loyalty up and down the chain of command.

8. Morale and esprit de corps.

9. Supervision and follow-up.

10. Time management and prioritization.

E. Demonstrate an understanding of basic counseling skills.

1. Comprehend the importance of feedback to mission effectiveness.

2. Comprehend motivational techniques which may be useful in leadership situations.

3. Apply counseling skills to performance evaluation debriefings, discipline infractions, career guidance, and personal problems.

F. Apply leadership skills to achieve objectives.

1. Comprehend the relationship between goal setting and feedback to include measurements, inspections, and reports.

2. Apply techniques and skills to measure organizational effectiveness by establishing qualitative and quantitative performance standards.

3. Comprehend different leadership styles and how they apply to different situations.

4. Comprehend basic principles of human behavior and group dynamics.

5. Apply leadership and management skills to design work groups based on task requirements, group capability, and available resources.

6. Know the importance of diversity and inclusion when leading an organization.

G. Demonstrate the ability to communicate effectively.

1. Demonstrate effective oral and written communication.

I. Know the Navy/USMC training and qualification process (PQS, JQR, and Warfare qualification).

1. Comprehend the importance of training and qualification to personal/professional development and mission readiness.

2. Know the importance of continuing education, professional reading, and lifelong learning to professional and personal development as a leader and Naval Officer.

3. Know the availability and applicability of the CNO's Professional Reading program to personal development.

IV. PROGRAMS AND POLICIES

A. Know basic administrative responsibilities of an officer including:

    1. Personnel administrative actions with regard to officer and enlisted service records, performance evaluations, advancement recommendations and promotions.

    4. Know importance of documenting and evaluating training.

H. Know how to locate current Naval programs and policies.

    1. Comprehend Junior Officer responsibilities relative to naval programs and policies including familiarization with:

        a) Equal Opportunity to include prevention of sexual harassment, fraternization, and hazing.

        d) Diversity and Inclusion

        i) Operational Stress Control

Introduction

<u>**Course Theme**</u>

This is the first of two core leadership courses that provide the academic foundation of the four-year continuum of leadership development in NROTC. This course builds on the leadership concepts the midshipmen studied in Introduction to Naval Science, while examining leadership from a *values* (Naval Service Core Values) and *skills approach* (basic leadership qualities and followership).

Leadership and Management takes a *process* approach, viewing leadership and management as follows:

> <u>*Leadership*</u> - *The process of influencing an organized group toward accomplishing its goals. Leaders are concerned with doing the right things and focused on change.*

> <u>*Effect*</u> - *Leaders influence attitudes and behaviors and create opportunities for their teams.*

> <u>*Measurements for success*</u> - *Leaders are measured by their ability to build teams and use those teams to achieve results.*

> <u>*Management*</u> - *While no single definition is provided, the text states that Managers administer programs, control budgets and costs, maintain the status quo, and are more likely to take a short-term view. They are concerned with doing things right.*

This course is primarily designed to encourage developing Naval Officer candidates to think meaningfully about the topics of leadership and management. Ultimately students should be able to apply this research and theoretical knowledge to Navy and Marine Corps contexts.

This course stresses learner-centered activities, such as collaboration, experiential exercises, reflective writing and group discussion. After an overview of *Leadership is a Process, not a Position*, we use this learning system to examine the leadership process in context of the dynamic interaction of *The Leader, The Followers, and The Situation*.

Case study discussions are sequenced throughout the course to illustrate the relevance of key concepts presented in preceding sessions and relate these ideas to the Fleet. Midshipmen will find that the lessons learned also have an immediate application to the leadership environment and experiences in the NROTC Battalion.

The content and structure of Leadership and Management are direct results of input from previous students and instructors and coordination with the Department of Leadership, Ethics, and Law at the United States Naval Academy.

The course includes key concepts from various fields in leadership, management, the behavioral sciences, and information straight from the Fleet. Our theory-to-application model provides a scholarly framework complemented by direct deckplate application in each session. Our textbook, augmented with case studies, and the instructor's depth of experience serve to create a cohesive whole.

The material in this course and its sequencing is meant as a guide. We have purposely included more material than you will need so you may customize it to your schedule, personal strengths, student's needs and desired emphasis. <u>Instructors are encouraged to make the course their own</u> by changing the sequence, altering the timing of assignments, adding new topics, and/or creating new assignments and student aids. The course is intended to *be the instructor's to create* as long as the PCCs are covered and the course objectives met.

This curriculum has been designed to arm midshipmen with an understanding of the fundamental theoretical concepts of leadership and management and to give our students a set of practical leadership tools that can be derived from the theoretical concepts. In a very real sense, this is a laboratory course (or "seminar") - the experimental sessions just happen to occur outside the normal academic schedule and within the NROTC battalion instead of an academic building. The value this construct will actuate for the midshipmen will be determined by their willingness to put into action what they learn in the classroom.

Course Instructor's Guide and PowerPoint Presentations

The course curriculum guide has been developed to provide instructors with a theoretical overview of each lesson. Provided in each lesson are Reading Objectives and Discussion Objectives.

Reading Objectives include all objectives the student should cover for each lesson.

The Discussion Objectives provide direction for what is recommended to be covered in the course of a 75-minute lesson.

PowerPoint presentations are available on the McGraw Hill website, and additionally (through collaboration) on the DoDLearn website under Leadership and Management Resources.

Student Presentations and Facilitation

The course is designed to allow for student-facilitated presentations and discussion. Further information is contained on DoDLearn.

Lessons recommended for student facilitation are indicated by an "*" on the List of Lesson Topics, pages 15-17 of this document.

Student facilitation is a very useful method for involving the students in the learning process. However, not all instructors are comfortable with this method. Additionally, the size of the class may preclude this alternative. Use your best judgment in determining whether this method will work for you.

Guest Professors/Lectures

This course is expected to be taught as an introductory leadership and management course. Virtually every NROTC campus has a program, department, or even college that contains faculty expertise in this area. Instructors should take advantage of the commonality of interest inherent in this subject matter and interact with these colleagues. Exploring the possibility of having distinguished faculty present guest lectures is highly desirable. These faculty members should be seen as expert sources of advice on the subject matter, on instruction, and on resources. Be sure to explore thoroughly the on campus availability

of texts, periodicals, journals, and video/audio tapes supporting leadership and management instruction. Always remember though, that guest lectures bring much to the class, including their own agendas.

Digging Beneath the Surface

Instructors who are assigned to teach this course are encouraged to take for credit or at least audit graduate level courses in the subject matter area. Not only will this broaden your intellectual horizons, but it will also deepen your understanding of leadership and management as an academic discipline. In addition, the Chief of Naval Education and Training has provided you with an excellent set of references and instructional aids.

Additional Resources

In addition to the materials provided by NSTC, there are a number of additional resources available to make the course more meaningful to your students. Avoid lecturing straight from the text. Motivate your students by incorporating discussions, experiential exercises, and case studies into your class presentations; they will remember your relevant sea stories! Use outside videos and articles. Be alert for current news articles or issues that address topics discussed in class.

Final Notes

As you develop or find additional exercises, cases, aids, etc., that prove effective for your class, pass them along to the Course Coordinator for distribution to *Leadership and Management* instructors and to assist in future revisions and improvements to this curriculum, or upload them to the Leadership and Management Resources repository on DoDLearn (https://dodlearn.nps.edu/portal)

Use your campus libraries. If certain items which you want and need are not available, discuss the matter with the librarians and faculty colleagues.

Use your Navy/Marine experiences to amplify and reinforce your course lectures, thus significantly enhancing the applicability to the midshipmen.

Fully explore and use the resources identified in the lesson guides.

Take advantage of the student creative component, in the form of written and verbal exercises that is included in the course. Not only will such exercises broaden and deepen the learning experience, but they will also enhance the building of two of the most important officer skills -- writing and public speaking. Along with exercises already built into the course, suggested assignments include a combination of the following:

1. Written case analyses

2. Impromptu briefs (to include "on the spot" class discussion)

3. Term papers (Note: the importance of critical writing cannot be overemphasized given the seminar construct of this course. Instructors are encouraged to assign a series of papers throughout, beginning with short topics and concluding with a longer – 5-7 page – essay completed in university

standard format and requiring research and appropriate citations for sources that include *non-website* based articles or material.)

4. Critical book analyses

5. Written article briefs

6. Group Presentations

7. Scenario-based exams

8. Instructors are highly encouraged to administer a number (5-10) of reading quizzes during the term to encourage/enforce the reading of class material prior to class. These should be of a *general* sort (and quite simple) to test overview-type knowledge of the material assigned vice delving deeply into conceptual and theoretical knowledge that will be explored during class session.

Ensure that you provide a complete course syllabus to students at the first class meeting. State the lesson sequence, assignments, details on the student creative component, test dates and types, attendance policy, grading scales, and other information you want the students to know. Also, consult campus policies about the preparation of syllabi. **Examples of syllabi can be found on the DoDLearn Leadership and Management Resources page.**

USEFUL ITEMS FOR STUDENTS

1. Course Welcome Letter

2. Course Policy Statement

These resources are provided for your benefit. As mentioned at length earlier, instructors always have the right to modify their courses to meet the needs of their university. In no way does NSTC mandate the use of the following items or require you to use the grading scales and topics included. Additional course resources to include multiple syllabi can be located on DoDLearn under Leadership and Management Resources.

COURSE WELCOME LETTER (Example)

This is the first of two core leadership courses that provide the academic foundation of the four-year continuum of leadership development in NROTC. This course builds on the leadership concepts the midshipmen studied in Introduction to Naval Science, which examined leadership from a *values approach* (Naval Service Core Values) and *skills approach* (basic leadership qualities and followership).

Leadership and Management takes a *process* approach, viewing leadership and management as follows:

> *Leadership is the process of influencing an organized group toward accomplishing its goals. Leaders are concerned with doing the right thing and change.*

> *Effect - Leaders influence attitudes and behaviors and create opportunities for their teams.*

Measurements for success - *Leaders are measured by their ability to build teams and use those teams to achieve results.*

Management - *while no single definition is provided, the text says that Managers administer programs, control budgets and costs, maintain the status quo, and are more likely to take a short-term view. They are concerned with doing things right.*

This course, foremost, is designed to encourage developing Naval Officers to think meaningfully on the topics of leadership and management. Ultimately students should be able to apply research and theory to Navy and Marine Corps contexts.

The syllabus stresses learner-centered processes, such as experiential exercises, reflective writing and group discussion. Leadership is examined as a process in the context of a dynamic interaction between *The Leader, The Followers, and The Situation.*

COURSE POLICY STATEMENT (Example)

Purpose: Welcome! This course requires your leadership, preparation and participation. You and your fellow students will prepare and lead many of the class sessions and your preparation for class is critical in our discussion-based seminar format.

Leadership is the most challenging and rewarding aspect of being a Naval Officer. While learning to drive a ship, operate a submarine, or fly aircraft is exciting and demanding, you will discover that it is much more difficult to become an effective leader than it is to become proficient at your particular craft. Leadership means dealing with human behavior, and people are much more complex than machines. In addition, the Navy is a dynamic organization that must deal with new and complicated leadership issues in an effective and forthright fashion. Over the past 25 years, the end of the Cold War and a bipolar world has changed the Navy's mission, its budget, and its manning. A new social awareness has changed the role of women in combat and removed sexual orientation as a bar to service. To prepare you for the leadership challenges in the Navy, the Department of Naval Science offers you two leadership and management courses. They will introduce you to the theory and practice of leadership, ethics, and resource management. Leadership and Management is a comprehensive study of organizational behavior and management with a special emphasis on situational leadership in the Navy. This semester, you will explore a variety of leadership and management topics including the classical theories of management, motivation, and communication.

Throughout, you will develop your skills in organizational thinking and leadership problem solving. Your text discusses these skills in the context of three categories: *The Leader, The Followers, and The Situation.* We will examine leadership and management challenges in the context of the interactions between those three perspectives, using historical case studies and your missions in the NROTC Battalion and in the Fleet.

The content of this demanding seminar in leadership has been designed to develop skills and knowledge that will serve you well both as midshipmen and as commissioned naval officers. This is the most challenging and potentially valuable course you will take in the NROTC unit. If you put very little into it, you will get much less out of it than you could have.

List of Topics

Lesson Number	Topic	Hours	PCC(s) Addressed
0	Introduction	1.25	I. NOO – G II. L&E – C2; G; G1
	I. Focus on the Leader		
1	What do we Mean by Leadership?	1.25	I. NOO – G II. L&E – C2; D; G; G1
2	Introduction to the Naval Leadership "Situation"	1.25	I. NOO – G II. L&E – C2; D; F; G; G1
3	Power and Influence*	1.25	I. NOO – A; G; II. L&E – B2; C1; C2; D; D1; D3; D6; F4; G; G1
4	Values, Ethics and Character	1.25	I. NOO – A; G; II. L&E – C; C1; C2; D; G; G1; I2; IV. P&P – H; H1; H1a; H1d
5	Leadership Attributes (Part 1)	1.25	I. NOO – A; A1; G; II. L&E – C2; D; D1; G; G1; I1-3
6	Leadership Attributes (Part 2)	1.25	I. NOO – A; A1; G; II. L&E – C2; D; D1; G; G1; I1-3
7	Leadership Behavior	1.25	I. NOO – A2; G; II. L&E – C2; D; F2; G; G1; IV. P&P – A4
8	Leadership Skills*	1.25	I. NOO – A1; G; II. L&E – C2; D; D4; D7; G; G1; I1-3
	II. Focus on the Follower		
9	Motivation, Satisfaction and Performance (Part 1)*	1.25	I. NOO – G II. L&E – C2; D; D6-10; E1; E2; G; G1; I1; IV. P&P – A; A1; A4; H; H1; H1a; H1d; H1j
10	Motivation, Satisfaction and Performance (Part 2)*	1.25	I. NOO – G II. L&E – C2; D; D4-10; E1; E2; G; G1; I1; IV. P&P – A; A1; A4; H; H1; H1a; H1d; H1j
11	Groups, Teams and their Leadership (Part 1)	1.25	I. NOO – G II. L&E – C2; D; D3; D4; D6-10; F1-F6; G; G1; I; I1 IV. P&P - H1a; H1d; H1j

12	Groups, Teams and their Leadership (Part 2)	1.25	I. NOO – G II. L&E – C2; D; D3; D4; D6-10; F1-F6; G; G1; I; I1 IV. P&P - H1a; H1d; H1j
13	Delegation, Trust and Counseling (Part 1)	1.25	I. NOO – A2; G; II. L&E – B; B2; C2; D; D5; D9; E; E1-E3; G; G1; IV. P&P – A; A4
14	Delegation, Trust and Counseling (Part 2)	1.25	I. NOO – A2; G; II. L&E – B; B2; C2; D; D5; D9; E; E1; E2; G; G1; IV. P&P – A; A4
III. Focus on the Situation			
15	The Situation	1.25	I. NOO – G II. L&E – C2; D; D1; F3; F5; G; G1
16	Movie Analysis: 12 Angry Men*	1.25	I. NOO – A; A1; A2; G; II. L&E – C2; G; G1
17	Contingency Theories of Leadership	1.25	I. NOO – G; II. L&E – C2; D; D1; D3; D4-D10; E1-E3; F; F1-F3; F5; G; G1
18	Leadership and Change (Part 1)	1.25	I. NOO – G II. L&E – C2; D; D3; D4; F; F1-6; G; G1; I3; IV. P&P – H; H1
19	Leadership and Change (Part 2)	1.25	I. NOO – G II. L&E – C2; D; D3; D4; F; F1-6; G; G1; I3; IV. P&P – H; H1
20	Movie Analysis: Moneyball*	1.25	I. NOO – G II. L&E – C2; D; D3; D4; E; E1-3
21	The Dark Side of Leadership	1.25	I. NOO – A2; G II. L&E – C1; C2; F; F3; G; G1; IV. P&P – H; H1;
22	Movie Analysis: Twelve O'clock High*	1.25	I. NOO – A; A1; A2; G II. L&E – C2; D; D1; D3; D4-D10; G; G1
23	Vision and Conflict	1.25	I. NOO – G II. L&E – C2; D; D1-D3; D7-D10; E; E1-E3; F4; G; G1
24	Leadership and Growth*	1.25	I. NOO – A; A1; G II. L&E – B; C2; D; D10; G; G1; I1-I3

Instructional Aids

I. Videos

    A. The following videos are part of the official curriculum and have previously been distributed to each unit:

        1. 12 Angry Men

        2. Apollo 13

        3. Moneyball

        4. Twelve O'clock High

        5. We Were Soldiers

    B. The following videos are additional resources, not tied to specific lessons, that the instructor may find useful; however, they are not provided through NSTC funding. Limited quantities of those marked by an asterisk are available through the Instructional Materials Supply Office; the others may be available at university libraries or purchased by the unit through a commercial vendor.

        1. *Band of Brothers

        2. *Carrier

        3. *Crimson Tide

        4. *The Marines

        5. National Geographic – Chain of Command
            (https://www.nationalgeographic.com/tv/shows/chain-of-command)

    C. The above videos that are NSTC property should be controlled and serialized as part of the unit's standing educational materials to ensure they are available for future courses of instruction. It is the responsibility of the unit's Supply Officer to keep track of the location of the videos and to maintain them in good working condition. Replacements for damaged videos may be ordered from the Instructional Materials Supply Office through the unit's Supply Officer.

    D. Most universities have video libraries or audiovisual organizations that can provide current, topical films to units at no cost. These universities may also have additional funding or arrangements to purchase video rights and rental for use in the classroom environment. Consult with your university's film librarian to locate additional films to support lesson plans.

    E. Instructors are encouraged to use systems that permit them to assign movies as homework. In-class viewing occupies class time that should be more valuable for instruction and discussion. Your university library circulation desk may be helpful in identifying a local distribution system.

II. Notes of Caution:

A.   Instructors should note that fair use allows for limited copying and distribution of copyrighted materials for academic or research purposes. You are REQUIRED to consult with The NETC Office of General Counsel for a legal opinion regarding fair use BEFORE using materials pursuant to the fair use doctrine. Fair use may only be explored AFTER permission from the copyright holder has been sought and you have received no response to your request or the license fees being required are unreasonable. Material used under the Fair Use guidelines must be attributed and should not be used for any kind of commercial for-profit purpose. Only the CO can make a determination to use copyrighted materials without permission from the copyright holder. In the event of a lawsuit, the damages for copyright infringement will be paid out of the Command's operating budget. See the NETC Copyright Guide for instructions on how to obtain permission from copyright holders and how to request a fair use opinion from NETC Office of General Counsel.

B.   Where available, websites have been provided to assist instructors in accessing required and additional resources. Although these articles and materials are available via the World Wide Web, standard laws of copyright still exist.

C.   When purchasing videos from commercial vendors, you must keep in mind that many vendors have a license from the copyright owner to rent or sell the film for home viewing only. Public viewing, including classroom, would be a separate license. Therefore, you must make it clear to the vendor that you intend to use the video for educational purposes/classroom use and ensure the vendor has the authority to sell copyrighted materials for this purpose. It is imperative that there be a written purchase document that indicates to the vendor the intended use of the video, the intended frequency of use, the number of students at a typical viewing, and if the product will be shown only in specific segments, so there will be no doubt in the vendor's mind how the product will be used

D.   Instructors should be aware that commercial videos provided by NSTC or purchased by the unit are for use in an academic setting only and still require the permission of the copyright holder for public viewing or a fair use determination from the NETC Office of General Counsel BEFORE the video may be used! These videos are not to be reproduced, sold, copied, or shown in their entirety. Using or distributing these videos in any fashion other than outlined here may constitute copyright infringements. Many short video clips from commercial movies supply the instructor with contemporary, intriguing materials that provide examples of the issues they are trying to teach, but these segments should be used appropriately. Seek official legal advice for any use not mentioned in this guide.   Additional guidance may be found in DODI 5040.07, SECNAVINST 5870.4A, OPNAVINST 3104.1A, and the NETC Copyright Guide.

E.   All personnel must exercise caution in using material downloaded from the Internet. Access to works on the Internet does not automatically mean that these can be reproduced and reused without permission or royalty payment. Before using any materials downloaded from the Internet for use in training, you must determine what, if any, copyright restrictions might apply. Always presume that any information on the Internet is copyrighted and that you should not use it without obtaining permission from the copyright holder. DODI 5040.07, SECNAVINST 5870.4A, and the NETC Copyright Guide provides specific guidelines that should be addressed in the copyright permission request letter.

III. Websites:

    A. McGraw - Hill Leadership Enhancing the Lessons of Experience: http://www.mhhe.com/hughesleadership8e. This website is no longer available; however, the resources that supplement the textbook, including comprehensive PowerPoint presentations for each lesson have been uploaded to DODLearn https://dodlearn.nps.edu/portal.

    B. Myers-Briggs Test: Multiple free websites are available for style test that can be find via an internet search.

    C. Office for Diversity, Equity, and Inclusion: https://diversity.defense.gov//

    D. Ted Talks: TED (https://www.ted.com/talks) is a nonprofit devoted to spreading ideas, usually in the form of short, powerful talks (18 minutes or less). Specific talks are listed in the Lesson Guides in which they are recommended.

    E. YouTube: https://www.youtube.com/ (general resource, not listed in specific lesson)

Bibliography

I. Student Texts (1 per student, 1 per instructor)

   A. Hughes, Richard L.; Ginnett, Robert C.; and Curphy, Gordon J. Leadership: Enhancing the Lessons of Experience, 8th Ed. McGraw-Hill Education, New York, N.Y., 2015

   B. McCoy, B.P. Passion of Command. Marine Corps Association, Quantico, V.A., 2007

   C. U.S. Department of Defense. The Armed Forces Officer. National Defense University Press, Washington, D.C., 2017.

   D. Wray, Robert O. Saltwater Leadership. Naval Institute Press, Annapolis, M.D., 2013

II. Additional Instructor References (not provided by NSTC; Items marked by an * may be available through your Supply Officer from the Instructional Materials Supply Office).

   A. *Cline, Theresa ed. Crimson Tide Teaching Notes, Hartwick Classic Leadership Cases. The Hartwick Humanities in Management Institute, Oneonta, N. Y., 1988. (great resource, not listed in any specific lesson)

   B. Chief of Naval Operations Professional Reading Program. https://www.navy.mil/ah_online/cno-readingprogram/#!

   C. Department of Defense Diversity and Inclusion Strategic Plan 2012 – 2017. http://diversity.defense.gov/Portals/51/Documents/DoD_Diversity_Strategic_Plan_%20final_as%20of%2019%20Apr%2012[1].pdf

   D. Navy Leader Development Framework. https://www.navy.mil/cno/docs/NLDF3May19.pdf

   E. Navy Equal Opportunity Program Manual. https://www.secnav.navy.mil/doni/Directives/05000%20General%20Management%20Security%20and%20Safety%20Services/05-300%20Manpower%20Personnel%20Support/5354.1G.pdf

   F. *Zalatan, Katrina A. ed. Twelve Angry Men Teaching Notes, Hartwick Classic Leadership Cases. The Hartwick Humanities in Management Institute, Oneonta, N.Y., 1996. (great resource, not listed in any specific lesson)

   G. *Zalatan, Katrina A. ed. Twelve O'clock High Teaching Notes, Hartwick Classic Leadership Cases. The Hartwick Humanities in Management Institute, Oneonta, N.Y., 1996. (great resource, not listed in any specific lesson)

III. Additional Publications

   A. Collins, Jim. " ." Harvard Business Review Jul.-Aug. 2005: 12. Web. https://hbr.org/2005/07/level-5-leadership-the-triumph-of-humility-and-fierce-resolve

   B. Deresiewicz, William. "Solitude and Leadership." The American Scholar 2010th ser. Spring (2010): n. pag. The American Scholar. https://theamericanscholar.org/solitude-and-leadership/#.VtXHzjZf2iu

C. Oncken, William, Jr., and Wass, Donald L. "Who's Got the Monkey." Harvard Business Review Nov.-Dec. 1999: 10. Web. https://hbr.org/1999/11/management-time-whos-got-the-monkey

Lesson Guides

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Lesson 1: What Do We Mean by Leadership (1.25 hrs)

I. PCCs Covered: I.G, II.C.2, II.D; II.G; II.G.1

II. Learning Objectives

    A. Undermine myths surrounding the concept of leadership.

    B. Define leadership. *

    C. Deconstruct pre-existing notions of leadership.

    D. Identify the relationship between reflection and leadership.

    E. Introduce the leadership framework under which the class is structured.

    F. Foster initial self-identification as a leader.

III. References and Texts: Leadership: Chapter 1

IV. Instructional Aids

    A. TED Talk: How Great Leaders Inspire Action (Simon Sinek)

    B. TED Talk: Everyday Leadership (Drew Dudley)

V. Instructor Notes

    A. Students will likely hold some preconceived notions about what a leader is before this lesson begins. While students may be able to identify some influential leaders, they are also likely to not recognize other critical leaders because they don't align with the student's expectations. The intent of this lesson is to align those expectations with the definition of leadership so that students broaden their understanding of what leadership is and who leaders are. Many times, effective leadership escapes our notice.

    B. Leaders are made not born. All students in the class have the capacity to influence groups to achieving their objectives. An objective of this lesson is to encourage students to self-identify as a leader so that they understand that they possess the power to influence others toward achieving a common goal.

    C. The TED talks referenced are crucial to the theme of the class. The Simon Sinek video posits that what makes leaders, and their teams, successful is an emphasis on the "why" that forms the purpose and vision of the group. The Drew Dudley video points out that leadership should not be placed on an aspirational pedestal – it is achievable by everyone in everyday ways. Both talks should generate excellent class discussion and should be watched before class (by both professor and students). Be careful of letting the PowerPoint and textual portion of the lesson overwhelm the objectives outlined above.

D. The leadership framework is as much about the relationships between the leader/followers and situation as it is about those things themselves. The challenge is to recognize who the leader actually is, who the followers are, and how that that might change in any given situation.

E. The book defines leadership as, "The process of influencing an organized group toward accomplishing its goals." Emphasize this definition frequently and point out that it is not necessary to designate a leader for leadership to happen. Leadership also does not necessarily flow from the designated leader when an individual is appointed.

VI. Discussion Questions

A. Who are good leaders? What qualities make them good?

B. Can you think of a situation in which those same leaders might not have been effective? Could a different group of followers make them less effective?

C. Are the leaders the class identified also followers? What is the difference?

D. What is the text's definition of leadership? Does this definition match with yours? How could it be better?

E. How does Simon Sinek illustrate the importance of the "why" for any organization's leadership?

F. Do you think that most organizations, military and civilian, communicate their vision (the "why") well to their employees and customers? How would you suggest this happen?

VII. In Class Exercises

A. Leadership 8th edition, Instructor Manual

Lesson 2: Introduction to the Naval Leadership "Situation" (1.25 hrs)

I. PCCs Covered: I.G; II.C.2; II.D; II.F; II.G; II.G.1

II. Learning Objectives

    A. Analyze elements of building vision.

    B. Investigate measurements of leadership success.

    C. Define leadership identity.

    D. Assess why naval leadership is unique. *

    E. Demonstrate the fleet operating environment. *

    F. Discover insights concerning a Naval leader's scope of responsibility. *

    G. Assess differences between mentorship and coaching as leadership development strategies. *

    H. Discuss construct and benefits of an effective mentorship program within a Naval unit. *

III. References and Texts

    A. Leadership: Chapter 2, pp. 42-77

    B. Saltwater Leadership: Chapter 1

IV. Instructional Aids: Carrier: Episode 1

V. Instructor Notes

    A. This lesson aims to frame the purpose of leadership as well as discuss certain situations and contexts unique to naval leadership as a specific genre.

    B. The text continues to emphasize the theme of personal reflection and learning throughout phases of leadership development – emphasizing the A-O-R model of action, observation, and reflection as a basis for this analysis. Additional areas of importance within the text include an overview of perception biases (particularly expectation bias), attribution errors, single/double loop learning, and beginning a personal development plan.

    C. Episode one of "Carrier" is an excellent tool for demonstrating aspects of life at sea and showcasing naval leadership challenges across the spectrum of issues faced in the sea services. Use this resource as a vehicle for targeted class discussion about issues highlighted by the film series. As with all references for online/posted sources, this episode should be watched by both professor and students prior to class.

    D. Importantly, this lesson covers leadership development tools such as coaching and mentorship. The text (pp. 68-74) concentrates on the differences between these two approaches as well as their

benefits and shortcomings. Mentorship within the Naval Enterprise should be discussed and explored as part of this lesson's presentation. Instructors are highly encouraged to punctuate this portion of the lesson with sea stories about their own mentors and those they have mentored throughout their careers. Many NROTC battalions will have already implemented a program for MIDN-to-MIDN mentorship – this is a good place to reinforce and validate that program. *

VI. Discussion Questions

A. What things struck you as the main challenges/hurdles for leadership onboard the carrier? Are there any personal vignettes that captivated your interest? Why?

B. What seems to you to be unique with regard to Naval leadership? Why are these facets unique? Do you see any parallels with civilian/community leadership?

C. What was your impression of the perception bias sidebar (concerning military training) in the text? Can you explain it? Does something like this happen all around us?

D. Have you had a personal mentor during your past? How did he or she help you in your development (with regard to the mentorship – this might be sport-related, or craft-related, etc.)?

VII. In Class Exercises

A. Leadership 8th edition, Instructor Manual, Exercise 2-5 "Making Attributions About Others." (This will take about 10-15 minutes to complete). It is very revealing to the students to discover how easy it is to stereotype someone based on relatively superficial information.

Lesson 3: Power and Influence (1.25 hrs)

I. PCCs Covered: I.A; I.G; II.B.2; II.C.1; II.C.2; II.D; II.D.1; II.D.3; II.D.6; II.F.4; II.G; II.G.1

II. Learning Objectives

    A. Identify the French/Raven Taxonomy power sources.

    B. Apply a variety of influence tactics in the appropriate context.

    C. Differentiate and employ power sources and tactics to analyze case studies.

    D. Recognize personal power sources and preferred tactics.

    E. Develop a personal plan to improve a variety power sources.

III. References and Texts

    A. Leadership: chapter 4, pp. 116-143

IV. Instructional Aids: Band of Brothers: Episode 1

V. Instructor Notes

    A. Students are typically uncomfortable with the idea of wanting power — or at least admitting that they want power. This lesson should help convince students that power is a requirement for influence, and as such it is a necessity for an effective leader. Effective leaders leverage all of their power sources.

    B. The first episode of Band of Brothers contrasts nicely the trap of relying too heavily on legitimate and coercive power sources. However, it is noteworthy that Captain Sobol's efforts at leadership did construct an excellent team — albeit somewhat inadvertently. Nonetheless, as the situation changed, he didn't have sufficient power sources to cultivate leadership success.

    C. Lesson 8 will discuss the two elements of credibility, which are "expertise" and "trust". It is most effective to introduce these concepts early, in this lesson, as demonstrated by the Band of Brothers episode.

    D. Students tend to like the Taxonomy, because they understand it quickly. More time may be necessary to tease out some of the nuance of influence tactics, particularly the idea that most, if not all, have merit while remaining situationally dependent. The more the leadership practitioner deliberately determines the tactic – with reflection, if time permits – the more effective the leader will be.

VI. Discussion Questions

    A. Is the list of power sources complete? What would you add to the list?

    B. How might you build your "quiver" of influence tactics?

C. It is easy to see the negative traits of Captain Sobol, but what is he good at? For example, he is easily the most physically fit in the company. Is Captain Sobol a good leader? Is there a difference between superior skill and leadership? Who is most responsible for Easy Company's superior development?

D. What are Lt. Winter's preferred power sources? Does he ever use legitimate or coercive sources?

E. When do the followers exercise their power? Was it situationally dependent?

F. Provide an example of a time when influence tactics change (rapidly) as the situation develops.

VII. In Class Exercises

A. Leadership 8th edition, Instructor Manual

Lesson 4: Values, Ethics and Character (1.25 hrs)

I. PCCs Covered: I.A; I.G; II.C; II.C.1; II.C.2; II.D; II.G; II.G.1; II.I.2; IV.H; IV.H.1; H1a; H1d

II. Learning Objectives

    A. Scrutinize the relationship between ethics and leadership. *

    B. Summarize generational and cultural differences. *

    C. Define values and how they are observed.

    D. Explore personal values. *

    E. Discuss moral reasoning/character based leadership. *

    F. Comprehend the importance of leading by example. *

    G. Specify basic models for ethical decision making. *

    H. Recognize biases and attribution errors.

III. References and Texts

    A. Leadership: Chapter 5, pp. 150-178

    B. Armed Forces Officer: Chapter 1 (The Commission and the Oath)

IV. Instructor Notes

    A. Trim the McGraw/Hill PowerPoint presentation to fit the objectives. Important concepts to the course's design include defining and exploring organizational and personal values, generational differences and their respective distinct values, Theory X and Y differentiation, moral reasoning and the different types of thinking associated with schools of ethical thought, attributional and judgment errors, and authentic and servant types of leadership. The text also covers important topics such as leading by example and how to create and sustain an ethical organizational climate. Of note, a sidebar in the text discusses and outlines the climate at Enron as a negative example of this process – well worth the time to discuss.

    B. The first chapter of Armed Forces Officer focuses on the individual moral commitment and shared ethical instruction embodied in the Commission and the Oath that binds an officer to the profession of arms in service of the country. There are ample topics for discussion to clarify how values, ethics and character relate to the officer's commission and its origins in the Constitution.

VI. Discussion Questions?

    A. What are some values that you have observed in organizations prior to the NROTC unit (i.e. clubs, sports teams, student organizations, etc.)? Have you ever experienced value conflict either

personally or as part of a group? What values do you perceive our unit supporting and espousing? How are we doing so?

B. Describe what servant leadership means to you. Can you think of someone in the past who you would characterize as a servant leader?

C. What school of ethical thought did you find most compelling? Why? Give some examples of how you might this type of thinking to make decisions as a leader.

D. Describe, in your own words, what it means to be a "citizen-soldier". Give some examples of what you feel might be lines of tension between the two roles.

V. In Class Exercise: McGraw/Hill Exercise 5-5: "Voting With Your Feet". This is an involved exercise that will require 15-25 minutes, depending on how many scenarios you pose to the students. It is an excellent method for engaging students and encouraging them to externalize their ethical reasoning process.

Lesson 5/6: Leadership Attributes (2.5 hrs)

I. PCCs Covered: I.A; I.A.1; I.G; II.C.2; II.D; II.D.1; II.G; II.G.1; II.I.1-3

II. Learning Objectives

    A. Describe the different styles and different personality types one might use while leading. *

    B. Introduce psychological/personality typing.

    C. Understand one's own traits, and describe how to leverage strengths and mitigate weaknesses associated with one's preferences.

    D. Apply the five factor model to analyze traits and their implications.

    E. Extrapolate the role of humility in leadership.

    F. Comprehend the relationships between intelligence types.

    G. Recognize the correlation between emotional intelligence and leadership failure and success.

III. References and Texts

    A. Leadership: Chapter 6, pp. 185-229

    B. Armed Forces Officer: Chapter 5 (The Officer at Work: Leadership)

    C. Saltwater Leadership: Chapter 2

    D. *Level V Leadership*; Harvard Business Review; Collins Jim

IV. Instructional Aids

    A. Band of Brothers: Episode 2

    B. Myers-Briggs Test

V. Instructor Notes

    A. This lesson should further the identification of individual students as leaders. Every leadership type exhibits capacity to lead, but many types prefer to lead differently. Encourage the students to explore the style in which they prefer to lead, and additionally encourage them to identify styles that they might want to adopt (though that might be best saved for the behavior lesson).

    B. The Jim Collins article (*Level V Leadership* – available as a suggested resource reading from Harvard Business Review) should advance the idea that successful leaders don't always look or behave the way you might expect or the way that they are portrayed in popular media.

    C. Recommend adding a (free) emotional intelligence test to class preparation if time permits. Also recommend having the students do a Meyers-Briggs self-assessment. Additionally, you should do

your own Meyers-Briggs self-assessment and encourage the students to try to "type" you in each category based on their knowledge of you (and before you tell them how the Meyers-Briggs test categorized you).

D. The Armed Forces Officer reading offers a core list of leadership attributes written by General Marshall in 1950 and points out that the attributes approach to leadership is not definitive and often results in a "battle of lists". The reading goes on to describe leadership as a process and the different service approaches.

VI. Discussion Questions

A. Is humility always a valuable trait for a leader?

B. Do the authors' of leadership lists always have the best input, or are there limitations to their perspectives?

C. What attributes (on the Five Factor Model) made Lt. Winters successful on his gun assault?

D. What does "profession of arms" mean to you?

E. How might you build a team using the different kinds of intelligence types (triarchical construct)

F. What could I do in this class to stimulate creativity?

G. What can you do to develop your emotional intelligence?

VII. In Class Exercises.

A. Leadership 8th edition, Instructor Manual

B. Small group: Place the attributes listed on page 38 of Saltwater Leadership into the appropriate "5 Factor" counterparts.

Lesson 7: Leadership Behavior (1.25 hrs)

I. PCCs Covered: I.A.2; I.G; II.C.2; II.D; II.F.2; II.G; II.G.1; IV.A.4

II. Learning Objectives

    A. Analyze how specific behaviors affect leadership outcomes.

III. References and Texts

    A. Leadership: Chapter 7, pp. 241-269

    B. Passion of Command: pp. 1-11 and 23-40

    C. Saltwater Leadership: Chapter 3, 4, 5

IV. Instructor Notes

    A. Unfortunately, the chapter in the Leadership text does little to discuss behavior. Instead, it focuses on what might be called "behavior groups", which is to say, general classifications of behaviors designed to achieve a specific outcome. This is not to say the chapter is wasted; however, I think it is critical to identify specific behaviors that contribute to mission success (or leadership success). The Passion of Command chapters should be useful in this regard. The first selection demonstrates the mission results, while the second describes the behaviors that were developed to achieve them. It is, however, imperfect as it focuses on mission skills more than leadership skills. The Saltwater Leadership chapters capture leadership behavior in the form of Sea Stories and a ranked list of junior officer traits in Chapter 5. Analysis of this list can provide significant class discussion opportunity.

V. Discussion Questions

    A. Did the text describe leadership behaviors to your satisfaction? Why or why not?

    B. How is a multi-rater feedback tool most effectively employed?

    C. How would you approach changing your own behavior? How would you know which behaviors to change?

    D. What does Colonel McCoy do to build behavior sets?

    E. What are some of the desirable behaviors of a junior officer outlined in Saltwater Leadership? Given the focus that society, the University, and NROTC puts on academic grades, are you surprised that 'scholarship' is so poorly regarded by the Saltwater Leadership contributors? Are any other low or high ranked traits surprising?

VI. In Class Exercises

    A. Leadership 8th edition, Instructor Manual

B. Individual: Build an individual development plan. Possible models are available on p. 67 of the Leadership text or Appendix A of Saltwater Leadership. This exercise is better if the student identifies a coach and receives help building the plan. A recommendation would be to provide extra-credit for those students that pursue their plan for the course of the semester.

Lesson 8: Leadership Skills (1.25 hrs)

I. PCCs Covered: I.A.1; I.G; II.C.2; II.D; II.D.4; II.D.7; II.G; II.G.1; II.I.1-3

II. Learning Objectives

    A. Summarize the two components of credibility.

    B. Describe how to build credibility as a leader.

    C. Classify the elements of communication. *

    D. Develop a leadership communication plan.

    E. Distinguish between verbal and non-verbal communication (with respect to type and effectiveness).*

    F. Review components of team creativity.

III. References and Texts

    A. Leadership: Chapter 8, pp. 277-313

    B. Saltwater Leadership: Chapter 6

IV. Instructional Aids: TED Talk: Why Good Leaders Eat Last (Simon Sinek)

V. Instructor Notes

    A. Trim the McGraw/Hill PowerPoint presentation to fit the objectives. This lesson concentrates on credibility, communication, and problem solving.

    B. The text stresses expertise and trust as the two major components of credibility. The section on communication is involved (and somewhat detailed), but it thoroughly covers the elements of communication as well as specific strategies and pitfalls. Of note, the section on how to conduct (or "if" to conduct) meetings is quite good. The final section of the reading focuses on developing creative, problem-solving teams.

    C. The Simon Sinek video for the lesson should be observed by all participants prior to class. It is an excellent resource for explicating the empirical chemistry that grounds specific group responses to differing approaches to leadership and competition, and it should generate superb class discussion. A recommended approach might be to have the class reconstruct the talk/concepts to begin the interactive portion of class.

    D. The Saltwater Leadership chapter supplements the lesson with additional leadership skills "lists" from different genres of individuals (including, for example, lists from Churchill, the Service Codes, the "contrarian" list, etc.). A recommendation here would be to choose 3-4 of the most interesting (to the instructor and students) and delve into them more specifically.

VI. Discussion Questions

    A. While it might seem obvious how expertise in a skill area would build credibility, how trust fits into this equation is not quite so obvious. How would you explain the role of trust with respect to the relationship between leaders and followers? Does this relationship work both ways? How and why?

    B. The text talks about three "tones" of communication that leaders should consider with the goal of being intentional with their requests and tasking (aggressiveness, acquiescence, and assertiveness). Can you define them? What are the pros and cons of each?

    C. Recount a time when you attended a meeting that was worthwhile. What made it successful? How about a time when you felt your time was completely wasted? What struck you as the reason for its failure?

    D. Summarize the lessons of highlight 8.10 in the text (about leading creative individuals). Do you consider yourself creative? If so, how do you appreciate being led when told to achieve a specific goal?

    E. Can you recall the hormones defined and described in Simon Sinek's video? What roles do they play as contrasted with different types of scenarios and different types of leaders? Does his theory make sense to you? How would it apply in a military situation?

    F. Which leadership "list" from Saltwater Leadership was your favorite? Why? Do these lists seem to be more alike or different from one another?

VII. In Class Exercise

    A. McGraw/Hill Exercise 8-2: "Only Nonverbals". This exercise demonstrates the remarkable effectiveness of nonverbal communication (and is fun for the students as well). It only requires about 10 minutes to complete. Another option is exercise 8-3, "Nonverbal Communication".

Lesson 9/10: Motivation Satisfaction and Performance (2.5 hrs)

I. PCCs Covered: I.G; II.C.2; II.D; II.D.6-10; II.E.1-2; II.G; II.G.1; II.I.1; IV.A.; IV.A.1; IV.A.4; IV.H; IV.H.1; H1a; H1d; H1j

II. Learning Objectives

    A. Comprehend different types of followers, and the relationship between followers and leaders. *

    B. Distinguish between motivation, satisfaction and performance. *

    C. Apply the following models of motivation: Maslow, personality, goal theory, and operant approach. *

    D. Synthesize elements of empowerment and examine its relationship to motivation.

    E. Contrast three theories of satisfaction: affectivity, organizational justice, and Herzberg.

    F. Recognize the organization damage caused by the perception of injustice. *

    G. Differentiate between functional and dysfunctional turnover.

    H. Explain how role ambiguity and role conflict lead to dissatisfaction. *

    I. Assess punishment strategies and determine how best to administer punishment to foster team success. *

III. References and Texts

    A. Leadership: Chapter 9, pp. 315-377 and pp. 685-690

IV. Instructional Aids

    A. Band of Brothers: Episode 3

    B. Carrier: Episode 2

    C. TED Talk: The Puzzle of Motivation (Dan Pink)

V. Instructor Notes

    A. Chapter 9 contains enough material to warrant two lessons. Also added from the text is a section on punishment, which, while not in Chapter 9, augments the material nicely.

    B. The second episode of Carrier introduces the different situations (personal and professional) for the characters explored throughout the series. This provides critical contextual information in which to examine the subjects of motivation, satisfaction and performance.

C. Similarly, Band of Brothers, Episode Three provides an opportunity to discuss how to maintain morale, even when the reality of a situation expands beyond the expectations established in the training environment.

D. The Dan Pink TED Talk provides some research-based counter arguments to traditional thoughts on motivation, particularly in situations that require higher-order thinking and creativity.

VI. Discussion Questions.

A. What factors do you think motivates most Sailors to serve in the Navy? Is it possible to tap into those factors to influence motivation, satisfaction and performance from your team?

B. How might Maslow's hierarchy apply to junior enlisted Sailors and Marines? Herzberg's theory?

C. How critical is it for a junior officer to maintain the perception of fairness within his/her division?

D. Can a junior officer legally punish Sailors and Marines? What coercive techniques are available? What are the risks of using those methods?

VII. In Class Exercises

A. Leadership 8th edition, Instructor Manual

Lesson 11/12: Groups, Teams and Their Leadership (2.5 hrs)

I. PCCs Covered: I.G; II.C.2; II.D; II.D.3; II.D.4; II.D.6-10; II.F.1-6; II.G; II.G.1; II.I; II.I.1; IV.H1a; H1d; H1j

II. Learning Objectives

    A. Compare and contrast groups and teams.

    B. Analyze the elements of group formation. *

    C. Describe the impact of group size on performance. *

    D. Appraise the challenges created by role conflict.

    E. Illustrate the role of norms in group performance and mission success. *

    F. Express both the positive and negative effects of group cohesion phenomena. *

    G. Apply the TLM to a leadership scenario.

III. References and Texts

    A. Leadership: Chapter 10, pp. 391-434 and pp. 678-680

IV. Instruction Aids

    A. Carrier: Episode 3

    B. TED Talk: Why We Have Too Few Women Leaders (Cheryl Sandberg)

V. Instructor Notes

    A. Tailor the textbook PowerPoint presentation to fit the objectives. The focus of the lesson (in order to concentrate on the objectives) is on the following areas: Defining groups and teams, distinguishing the stages of group formation/development, study of group roles and the effects of role conflict, impact of group size on both performance and phenomena (e.g. social loafing/social facilitation/etc.), defining and exploring group norms and their effect on groups and teams, factors affecting group cohesion (to include pitfalls like groupthink and overbounding, etc.), and an extended section on the Team Leadership Model (TLM). Recommend spending one day of this two-day lesson on TLM with a case study. *

    B. The Cheryl Sandberg TED talk is a superb resource for facilitating discussion concerning women in leadership.

    C. There is an excellent (lengthy) sidebar about the Pirate "code" and its application to the lesson topics. This is highly recommended as a discussion tool.

D. The ending section in the text (on geographically dispersed teams) is exceptionally suited for discussion of high performance teams in a military (and, specifically, naval) context.

E. The "Carrier" episode focuses on the different "tribes" or identity groups onboard the ship during deployment. The interplay between these groups is quite information and should inform class discussion about norms and performance.

VI. Discussion Questions

A. What is the difference between groups and teams? What are the stages of group formation – can you describe them as well as give an example from a past sports team, educational club, etc.?

B. Can you give an example of a time when you experienced role conflict? How did it affect the team (with respect to interpersonal relationships and team performance)? If the conflict was resolved, what form did the resolution strategy take?

C. Do you believe that the gender gap with regard to women in leadership exists? Why or why not? If it does exist, do you think that the gap is the same within the military and civilian business communities? What in the TED Talk impacted you the most about this issue?

D. What are some of the group norms you perceive within your class/major/etc. here at the university? What norms prevail within the Naval ROTC unit? How are norms created? Enforced?

E. Groupthink is a socially defined, empirically studied phenomenon. Have you ever been part of an organization where groupthink was involved/displayed? Are military services/organizations/communities susceptible to this type of team dynamic?

F. The Team Leadership Model presents a strategy with which to determine appropriate leverage points within the group or team that appropriately respond to the problem encountered. Have you witnessed this type of strategy being employed in the past? How successful was it?

G. Have you been a member of a geographically dispersed team? If so, what were the perceived challenges the team faced? Did you find the solutions used to combat these challenges successful? Why or why not?

VII. In Class Exercises

A. While not specifically sourced for this lesson, "Passion of Command", in both the Introduction and Chapter One, addresses team formation, training, and fielding from a ground combat perspective. Leadership "roles" and group norms are particularly emphasized.

B. A case study should be developed and introduced for the TLM day of this lesson. The idea is to have the students, in small groups, start developing their "leadership lens" for identifying, diagnosing, and attempting a solution for challenges posed by the scenario. This ability will be the focus of several future lessons, to include the small group movie facilitations/presentations.

Lesson 13/14: Delegation, Trust and Counseling (2.5 hrs)

I. PCCs Covered: I.A.2; I.G; II.B; II.B.2; II.C.2; II.D; II.D.5; II.D.9; II.E; II.E.1-3; II.G; II.G.1; IV.A; IV.A.4

II. Learning Objectives

    A. Evaluate advantages and challenges associated with delegation. *

    B. Recognize elements of successful delegation. *

    C. Design a delegation plan.

    D. Debate the role of trust in a team construct, and its impact on team performance.

    E. Assess the importance of counseling to a military team. *

    F. Formulate a counseling session. *

III. References and Texts

    A. Leadership: Chapter 11 (recommend 441-449, 463-468)

    B. Who's Got the Monkey?

    C. Passion of Command: pp. 57-78

IV. Instructional Aids: Band of Brothers: Episode 4

V. Instructor Notes

    A. Many students believe that delegation is an exercise in "fire and forget". This lesson should emphasize that delegation might be the best policy for a successful team for any number of reasons, but nonetheless requires considerable effort on the designated leader's part. Determining if followers are ready for the responsibility, as well as providing the training and providing resources and authorities can be taxing. Some leaders also struggle to relinquish control. *

    B. Episode 4 of Band of Brothers aligns nicely with the subject matter, as a comfortable team of veterans is forced to empower a new group of paratroopers. Diminished trust taxes the cohesion of the team.

    C. The concluding reading selection of Passion of Command is somewhat misaligned with the course material. I think this is okay, as it offers many discussion opportunities that will reinforce previous lessons and enrich the broader discussion.

    D. The article *Who's Got the Monkey?* is a classic piece about appropriate delegation and management of delegated tasks. It can seem cynical or even adversarial when describing the relationship between managers and subordinates – don't let this turn you off of the main point –

this poignancy helps to emphasize the importance of appropriate delegation and the benefits to the entire team.

VI. Discussion Questions.

    A. What is the role of trust in delegation? How does delegation relate to risk?

    B. As an officer, does delegation typically create more or less work for you? If more, why should you do it?

    C. What are some considerations you should keep in mind when setting the tone for a counseling session?

    D. Can you think of any reasons in which counseling is fundamentally different in the military than it is in the civilian sector?

    E. What does it mean to be a member of the profession of arms?

    F. Does the section on "the stone mask" (in POC) apply to non-infantry service members as well? Why or why not? Do service members sometimes apply "the stone mask" inappropriately in non-combat situations, i.e., "It is sea duty, just suck it up?"

    G. How do you know if one of your Sailors or Marines is ready for more responsibility/authority?

VII. In Class Exercises.

    A. Leadership 8th edition, Instructor Manual

Lesson 15: The Situation (1.25 hrs)

I. PCCs Covered: I.G; II.C.2; II.D; II.D.1; II.F.3; II.F.5; II.G; II.G.1

II. Learning Objectives

    A. Recast the "situation" as "task, organization and environment" and analyze these individual components.

    B. Predict how elements of the task, organization and environment affect team performance. *

    C. Differentiate between formal and informal organizations.

    D. Restate elements of organizational design.

    E. Correlate team culture to team performance. *

    F. Evaluate how global culture affects mission accomplishment. *

III. References and Texts

    A. Leadership: Chapter 12, pp. 479-516

    B. Saltwater Leadership: Chapters 7 and 8

IV. Instructor Notes

    A. This lesson begins the third section of the course, a focus on the situation, and it is intended to define the situation as the task, organization, and environment. This chapter, together with the rest of the text, will concentrate on analyzing leadership as informed by, and in light of, these components of situations facing prospective leaders and their teams. *

    B. The role of tasks is clarified in the perspective of challenges and problems that accompany them. The section on the organization additionally distinguishes between formal and informal organizational structures. This discussion on structure is placed into a cultural perspective (both local and global). Note that the material on culture does an excellent job of delineating different "types" of culture as they pertain to organizational performance and priorities/goals.

    C. The two chapters covered in Saltwater Leadership cover some pertinent sea stories as well as "salty advice" from fleet officers. These chapters illustrate tasks and organizational structures and the environments in which they are situated in order to amplify the material covered in the textual reading and PowerPoint.

V. Discussion Questions

    A. In your own words, describe what a leadership "situation" (from experience or as an example) might entail? What is the desired result in your example? Can you locate the task, organization, and environment within your example scenario? For the tasks identified, identify which were

adaptive problems and which were technical in nature. Which of these is the hardest to accomplish? Why?

B. What informal and formal groups and/or teams have you been a part of at some time in your past? What did you like and dislike about them? Why? Can you explain the difference between horizontal and vertical complexity within an organization? Which version do you think (in your own opinion) poses the most obstacles to productivity?

C. What would you say was the dominant "culture" of groups or teams you have experienced? Describe why you label them this way. Can you describe what an adhocracy culture implies? How about a clan culture?

D. When discussing the environmental factor of the situation, the word "change" naturally comes to mind. Describe how you think our current informational construct (cellphones, social media, etc.) is affecting the pace of cultural and societal change? If true, is this a good thing?

E. How do you think working across societal culture "lines" is affecting leadership throughout the military? How well are we doing integrating diverse cultural viewpoints into our own organizational contexts? How could we do better? What does societal culture even mean?

VI. In Class Exercises

A. Exercise 12-1 from the Instructor Manual ("Task factors in the sport of your choice"). This exercise can take 15-20 minutes, so balance the time available for lesson completion with the text and Saltwater Leadership material to present. The students will prioritize tasks and analyze challenges using the backdrop of favored sports (in small groups). As an alternative, student societies, clubs, etc. can be used as the topic to consider. The small groups will present their findings to the class immediately after a 10 minutes brain-storming session.

B. Highlight 12.8 in the text is actually an exercise that is quite fun (and educational) to accomplish. It reinforces differences between dependent and independent cultures in contemporary social contexts.

Lesson 16: Small Group Leadership Movie Presentations (1.25 hrs)

I. PCCs Covered: I.A; I.A.1-2; I.G; II.C.2; II.G; II.G.1

II. Learning Objectives

    A. Distinguish and analyze leadership traits, behaviors, power and influence strategies, and communication skills as displayed by principal and supporting actors. *

    B. Develop and display the results of a personal "leadership lens" with which to analyze differing situations referencing both leaders and followers.

    C. Organize and present a thorough and coherent analysis (to the entire class as a small group) of the film assigned, to include plot synopses, historical perspectives, mitigating factors, lessons learned, outcomes, and process commentary from the perspective of critiquing "leadership" in the context portrayed by the assigned movie.

    D. Plan the preparation of the presentation by coordinating schedules and talents of each member within the assigned small group.

III. Instructional Aids

    A. 12 Angry Men

    B. Twelve O'clock High

    C. Moneyball

    D. We Were Soldiers

    E. Apollo 13

    F. Crimson Tide

IV. Instructor Notes

    A. This curriculum provides for three small group presentations spaced throughout the second half of the syllabus. These presentations should be assigned well in advance of the dates due in order to allow the small groups to effectively organize, watch the film, create a presentation outline, and prepare the actual event. The goal, as mentioned in the objectives, is to further develop the students' leadership lens with which they will reflect upon others (and personal) lessons learned throughout their careers. Additionally, these presentations require the students to practice the lessons learned throughout the course. In this case, this will require them to organize the group towards a common goal (the presentation), assign roles, carry out tasks, exercise accountability, and then execute the task as a group when presenting the film to the entire class.

    B. It is strongly recommended to use a random grouping of students for each film assigned.

C. Each group will require the entire class time to present their projects. Units teaching this class three times a week are encouraged to allow two class sessions for each presentation (this is a lesson learned from experience). All the students in the class should watch the film prior to the presentation date. Although clips might be played from time to time to illustrate points made, the presentations should not be dominated with video content.

D. Instructors are strongly encouraged to take copious notes of each presentation group and assign grades only after all presentations are complete. This will allow appropriate comparisons between small groups – and allow for the fact that groups presenting later have the advantage of watching the other groups present before having to complete their own assignment.

E. NOTE: Several movies are provided as references; however, the course coordinators recommend that "12 Angry Men" and "Moneyball" be included in the list chosen – leaving instructor choice for the third movie included in a syllabus. Both of these movies are exceptionally useful for the purpose of illustrating class concepts taught throughout the course, and they additionally (especially in the case of "Moneyball") highlight the difficulties and challenges encountered when leading change in organizations. Also, "12 Angry Men", as ordered from NSTC, can be provided with a presentation guide. This guide is exceptionally useful for helping the first presentation group "set the example" for the rest of the class to follow. "Moneyball" is best assigned after the lesson on "Change" (18 and 19).

Lesson 17: Contingency Theories of Leadership and Military Planning (1.25 hrs)

I. PCCs Covered: I.G; II.C.2; II.D; II.D.1; II.D.3; II.D.4-10; II.E.1-3; II.F; II.F1-3; II.F.5; II.G; II.G.1

II. Learning Objectives

    A. Explain primary concepts of Leader-Member Exchange Theory, The Normative Decision Model, The Situational Leadership Model and the Contingency Model.

    B. Prescribe uses of the models to a variety of Naval leadership applications.

    C. Describe the importance of planning in the military environment. *

    D. Apply basic concepts of military planning. *

III. References and Texts: Leadership: Chapter 13, pp. 524-553

IV. Instructor Notes

    A. Chapter 13 offers contemporary ideas on leadership application. While it can be a burden for students to read, they should at least skim the material to understand the basic concepts behind the theory. Then, it becomes a matter of "what does this mean to us?" The Normative Decision Model reminds us that sometimes we need to be directive, and others times it is okay to leave the decisions to others. The Situational Leadership Model suggests that we need to treat different followers differently, depending on where they are in their development. The Contingency Model, in contrast, states that as leaders we are wired a certain way, and the trick is to put the right type of leader in the situation. All theories have potential Fleet application.

    B. There is a lot of detail associated with each model. Instructors are encouraged to develop a fill-in-the-blank handout to emphasize the details they deem important and guide students through the material.

V. Discussion Questions.

    A. Using the Normative Decision Model, provide an example from the Fleet when it might be best to delegate a decision to your Division/Platoon.

    B. Is there merit to both Contingency Theory and Situational Leadership Model? If not, which do you tend to subscribe to? Why?

    C. What is the purpose of planning in the military if plans change so frequently? How should we interpret General Eisenhower's famous quote, "planning is everything, the plan is nothing"?

    D. What are the components of a plan?

    E. How might you apply planning to a Submarine Engineering Division? A Marine Logistics Platoon?

VI. In Class Exercises.

A. Leadership 8th edition, Instructor Manual

B. Small group work: Direct groups to plan a full semester for the NROTC Battalion using PCC's from section 4, and additional semester activities. Small group planning can be additionally applied to nearly any military scenario or case study for the purpose of a class exercise.

Lesson 18/19: Leadership and Change (2.5 hrs)

I. PCCs Covered: I.G; II.C.2; II.D; II.D.3; II.D.4; II.F; II.F.1-6; II.G; II.G.1; II.I.3; IV.H; IV.H.1

II. Learning Objectives

    A. Describe the components of the rational change model and apply them to change scenarios.

    B. Appreciate the difficulty associated with leading change. *

    C. Identify key factors that contribute to organizational and individual resistance.

    D. Recognize elements of charismatic change.

    E. Distinguish between transactional and transformational leadership. *

    F. Define the power relationship between a charismatic leader and her followers.

    G. Determine and discuss situations which foster the development of a charismatic leader.

III. References and Texts: Leadership Chapter 14, pp. 560-584

IV. Instructional Aids: Band of Brothers: Episode 5

V. Instructor Notes

    A. This lesson concentrates on the factors impacting the facilitation and ramifications of change within an organization. It places significant emphasis on the process and abilities involved in leading change, both on small and larger scales. Beer's "rational approach" to change is explored in depth, to include an emphasis on the role resistance to change plays in this context. *

    B. When tailoring the PowerPoint presentation, the slides comparing and contrasting charismatic and/or transformational leadership are highly recommended. To support this discussion, textual resources are available to include the section on authority systems as well as the contrast between transactional and transformational constructs of leadership. These topics fall under the general heading of "emotional approaches to change" and include a categorization of characteristics for the leader, the followers, and the situation respectively.

    C. The Band of Brothers episode directly chronicles a period of change (and changing leadership) for Easy Company and lends itself well to questions about how military units handle change – to include routine changes such as transfer of command, areas of responsibility/deployment, etc. This episode should be watched by the students and instructor prior to class.

VI. Discussion Questions

    A. What, to you, is the most important variable in Beer's equation for change? Why? Can you describe an example from your own past involving change? Were the results of the change good or not so good (in your opinion)? Was this somewhat a result of the process of change itself?

B. Describe a leader that you would consider "charismatic". What made him or her this way? If this is an example from your personal past, did you consider this leader to be transformational or transactional? Why would you describe them in this fashion? Did you consider this leader to be passionate in his or her approach? Do you think (if it was the case) that this helped or did not help in communicating their vision? If students are having difficulty, simply ask if Lt. Winters from "Band of Brothers" is charismatic and analyze his actions based on concepts in the text.

C. How does the existence of a crisis affect leadership in this context? Why? Do you think some leaders excel during periods of crisis while others excel during periods of relative calm? Is one type of leader better suited to military leadership? Why or why not? Are there instances that students can cite where a leader has intentionally fomented a crisis in order to exert more influence on an outcome?

D. How does Easy Company (Band of Brothers episode) adjust/react to the changes in leadership and the impending replacement of Dick Winters? How does Winters react/cope with the change? Keep in mind that this is a combat scenario involving ongoing operations. With that in mind, do you agree with the leadership decisions in this case?

VII. In Class Exercises

A. Exercise 14-3 from the McGraw/Hill Instructor Manual – "Charismatic Leaders". This exercise will take 15-20 minutes to complete and requires the students to first brainstorm (in small groups) lists of charismatic leaders, both contemporary and historical. Then class discussion can ensue (with each group leading a short 1-2 minute section) concerning a number of questions about the individual leaders identified. This is an excellent way to showcase differences between, say, transformational and transactional leaders. It additionally is quite telling to see how many female leaders are included in the student's lists. This can help to "kick start" the discussion concerning the Title IX reading material for this lesson.

Lesson 20: Small Group Leadership Movie Presentations (1.25 hrs)

I. PCCs Covered: I.G; II.C.2; II.D; II.D3; IID4; IIE; IIE1 – 3

II. Learning Objectives

    A. Distinguish and analyze leadership traits, behaviors, power and influence strategies, and communication skills as displayed by principal and supporting actors. *

    B. Develop and display the results of a personal "leadership lens" with which to analyze differing situations referencing both leaders and followers.

    C. Organize and present a thorough and coherent analysis (to the entire class as a small group) of the film assigned, to include plot synopses, historical perspectives, mitigating factors, lessons learned, outcomes, and process commentary from the perspective of critiquing "leadership" in the context portrayed by the assigned movie.

    D. Plan the preparation of the presentation by coordinating schedules and talents of each member within the assigned small group.

III. Instructional Aids

    A. 12 Angry Men

    B. Twelve O'clock High

    C. Moneyball

    D. We Were Soldiers

    E. Apollo 13

    F. Crimson Tide

IV. Instructor Notes

    A. This curriculum provides for three small group presentations spaced throughout the second half of the syllabus. These presentations should be assigned well in advance of the dates due in order to allow the small groups to effectively organize, watch the film, create a presentation outline, and prepare the actual event. The goal, as mentioned in the objectives, is to further develop the students' leadership lens with which they will reflect upon others (and personal) lessons learned throughout their careers. Additionally, these presentations require the students to practice the lessons learned throughout the course. In this case, this will require them to organize the group towards a common goal (the presentation), assign roles, carry out tasks, exercise accountability, and then execute the task as a group when presenting the film to the entire class.

    B. It is strongly recommended to use a random grouping of students for each film assigned.

C. Each group will require the entire class time to present their projects. Units teaching this class three times a week are encouraged to allow two class sessions for each presentation (this is a lesson learned from experience). All the students in the class should watch the film prior to the presentation date. Although clips might be played from time to time to illustrate points made, the presentations should not be dominated with video content.

D. Instructors are strongly encouraged to take copious notes of each presentation group and assign grades only after all presentations are complete. This will allow appropriate comparisons between small groups – and allow for the fact that groups presenting later have the advantage of watching the other groups present before having to complete their own assignment.

H. NOTE: Several movies are provided as references; however, the course coordinators recommend that "12 Angry Men" and "Moneyball" be included in the list chosen – leaving instructor choice for the third movie included in a syllabus. Both of these movies are exceptionally useful for the purpose of illustrating class concepts taught throughout the course, and they additionally (especially in the case of "Moneyball") highlight the difficulties and challenges encountered when leading change in organizations. Also, "12 Angry Men", as ordered from NSTC, can be provided with a presentation guide. This guide is exceptionally useful for helping the first presentation group "set the example" for the rest of the class to follow. "Moneyball" is best assigned after the lesson on "Change" (18 and 19).

Lesson 21: The Dark Side of Leadership (1.25 hrs)

I. PCCs Covered: I.A.2; I.G; II.C.1; II.C.2; II.F; II.F.3; II.G; II.G.1; II.H; II.H.1

II. Learning Objectives

    A. Review critical elements of leadership success (Build teams. Get results).

    B. Diagnose failures of leadership. *

    C. Examine root causes of leadership failure. *

    D. Identify personal leadership weaknesses (introspection). *

    E. Analyze the role of dark side traits in leadership failures.

III. References and Texts

    A. Leadership: Chapter 15, pp. 636-657

    B. Navy policies on Equal Opportunity and Diversity and Inclusion: Before this lesson, the instructor should review Navy policy, and assign appropriate diversity and inclusion and EO policy to students. *

    C. Department of Defense Diversity and Inclusion Strategic Plan 2012 – 2017.

IV. Instructional Aids

    A. Carrier: Episode 4

V. Instructor Notes

    A. This course has focused to date, primarily on what good leadership looks like. This is an opportunity to not only identify bad leadership (and leadership traits), but also to consider and understand its root causes. *

    B. Every student (leader, person, follower, etc.) exhibits traits which are counter-productive to leadership goals. This is another opportunity for introspection so that students may further examine their own weaknesses, identify when those weaknesses are most likely to emerge, and possible techniques for mitigating them.

    C. A word of warning: the terms associated with dark side traits on page 651 are not intuitive. Frankly, many of them look like FITREP bullets. It is usually necessary to explain to the students that, while sometimes those words do in fact describe positive leadership traits, in this context they are describing negative behaviors.

    D. Profile in Leadership 15.4 in the text specifically discusses Captain Holly Graf and the toxic leadership that led to her firing. It is poignant for two reasons in that it highlights dark side leadership traits and it happened in the Navy.

E. Some characters in Episode Four of "Carrier" exhibit dark side traits. This may raise discussion about not only how we deal with our own dark side traits but also what we can do as leaders to help others address theirs.

F. PCCs in this lesson include Navy policies on diversity and inclusion and equal opportunity. Students should be familiar with these policies coming into class. The episode of Carrier should facilitate that discussion.

VI. Discussion Questions.

A. How can we mitigate our own dark side traits to achieve success as a leader? How can we help our Sailors and Marines address their own dark side traits?

B. Good leaders build teams and get results. What specific behaviors lead to "team building" and "results"?

C. What are some key equal opportunity and diversity and inclusion policies? How do we support those policies to achieve success in our shops? In our wardroom?

D. Have you witnessed leadership failure? What were the behaviors associated with it? Was it all on the leader, or did the followers and situation contribute to the failure?

VII. In Class Exercises.

A. Leadership 8th edition, Instructor Manual

B. Conduct the Dr. Gordy test as outlined on page 622. Sharing personal results (and being vulnerable and open to discussing them as the instructor) greatly increases student participation for this activity. At this point in your career, you should know your own dark side traits and be able to discuss your own strategies to mitigate them.

C. Small group idea: Each member of the group shares at least one dark side trait they exhibit, and the group will deliberate a prescriptive mitigation for that behavior

Lesson 22: Small Group Leadership Movie Presentations (1.25 hrs)

I. PCCs Covered: I.A; I.A.1-2; I.G; II.C.2; II.D; II.D1; II.D.3; II.D4-D10; II.G; II.G.1

II. Learning Objectives

    A. Distinguish and analyze leadership traits, behaviors, power and influence strategies, and communication skills as displayed by principal and supporting actors. *

    B. Develop and display the results of a personal "leadership lens" with which to analyze differing situations referencing both leaders and followers.

    C. Organize and present a thorough and coherent analysis (to the entire class as a small group) of the film assigned, to include plot synopses, historical perspectives, mitigating factors, lessons learned, outcomes, and process commentary from the perspective of critiquing "leadership" in the context portrayed by the assigned movie.

    D. Plan the preparation of the presentation by coordinating schedules and talents of each member within the assigned small group.

III. Instructional Aids

    F. 12 Angry Men

    G. Twelve O'clock High

    H. Moneyball

    I. We Were Soldiers

    J. Apollo 13

    K. Crimson Tide

IV. Instructor Notes

    A. This curriculum provides for three small group presentations spaced throughout the second half of the syllabus. These presentations should be assigned well in advance of the dates due in order to allow the small groups to effectively organize, watch the film, create a presentation outline, and prepare the actual event. The goal, as mentioned in the objectives, is to further develop the students' leadership lens with which they will reflect upon others (and personal) lessons learned throughout their careers. Additionally, these presentations require the students to practice the lessons learned throughout the course. In this case, this will require them to organize the group towards a common goal (the presentation), assign roles, carry out tasks, exercise accountability, and then execute the task as a group when presenting the film to the entire class.

    B. It is strongly recommended to use a random grouping of students for each film assigned.

C. Each group will require the entire class time to present their projects. Units teaching this class three times a week are encouraged to allow two class sessions for each presentation (this is a lesson learned from experience). All the students in the class should watch the film prior to the presentation date. Although clips might be played from time to time to illustrate points made, the presentations should not be dominated with video content.

D. Instructors are strongly encouraged to take copious notes of each presentation group and assign grades only after all presentations are complete. This will allow appropriate comparisons between small groups – and allow for the fact that groups presenting later have the advantage of watching the other groups present before having to complete their own assignment.

E. NOTE: Several movies are provided as references; however, the course coordinators recommend that "12 Angry Men" and "Moneyball" be included in the list chosen – leaving instructor choice for the third movie included in a syllabus. Both of these movies are exceptionally useful for the purpose of illustrating class concepts taught throughout the course, and they additionally (especially in the case of "Moneyball") highlight the difficulties and challenges encountered when leading change in organizations. Also, "12 Angry Men", as ordered from NSTC, can be provided with a presentation guide. This guide is exceptionally useful for helping the first presentation group "set the example" for the rest of the class to follow. "Moneyball" is best assigned after the lesson on "Change" (18 and 19).

Lesson 23: Vision and Conflict (Solitude and Leadership) (1.25 hrs)

I. PCCs Covered: I.G, II.C.2; II.D; II.D.1; II.D.3; II.D.7-10; II.E; II.E.1-3; II.F.4; II.G; II.G.1

II. Learning Objectives

    A. Review and summarize vision building and vision communication.

    B. Apply vision development to military scenarios.

    C. Identify sources of conflict in the military environment. *

    D. Describe conflict resolution strategies. *

    E. Determine when best to apply separate conflict resolution strategies.

III. References and Texts

    A. Leadership: Chapter 16, pp. 666-680

    B. Solitude and Leadership (revisit)

    C. Armed Forces Officer, Appendix A (the Constitution)

IV. Instructional Aids: The Marines (Officer Candidate School)

V. Instructor Notes

    A. Two of the recommended references are aimed at background concepts both for this lesson and the course as a whole. The Deresiewicz article articulates many of the course guiding vision principles. The Armed Forces Officer reading (the Constitution) is a culminating reminder of what we are training officers to support and defend. These items should generate some very in-depth discussions about leadership and our calling and oath as armed forces officers given the arc of the course to this point.

    B. The reading in the text covers a great deal of ground, to include thoughts on creating a compelling vision and how to communicate that vision to an organization/team. In this context, the book explores both the constituents of the vision together with the passion and power of the vision's delivery.

    C. The text also looks at organizational conflict (both from definitional and evaluative standpoints) and then explores different conflict resolution strategies. Highlight 16.2 in the text is superb resource for exploring specific situations as referenced to possibly successful resolution strategies that might be appropriate (given those contexts). *

    D. The Marines PBS documentary has been very successful in generating discussion about how to create and sustain an organization's heritage and traditions through a targeted and well-planned training vision. As with all video/online resources in this course, this should be watched prior to class.

VI. Discussion Questions

    A. Can you recall a leader in your past who had a gift for communicating their vision to a group or team? Did he or she use emotional appeals to do this? Is there an example you can think of in which a leader simply could not connect with the team members? Why?

    B. The text discusses "the edge" with regard to vision creation and communication. What does this mean (in your own words)? Are you able to think of "the edge" in a military context?

    C. Is conflict always a "bad" thing for an organization? Why or why not? Can you describe a conflict from your past (pertaining to a group you belonged to at the time)? How was it resolved? Would you do things differently now if you had the chance?

    D. What struck you about the vision of Marine Corps officer training at OCS? Did you notice about the overall theme of the school? Do you think this approach is effective for building and retaining organizational history and tradition/heritage? Why or why not?

    E. Thinking about our semester topic of leadership in the light of self-reflection and analysis, what did you learn about yourself reflecting on your own style of conflict and preferred methods of conflict resolution? How would these help and/or hurt your performance as a leader? Do you think these are things you can/want to change?

VII. In Class Exercises

    A. Exercise 16-1 is an excellent exercise for each student to do before class (as an inventory) and then discuss in class (it will take about 20 minutes to present a sampling of findings for the class). This exercise diagnosis a student's preferred style of both conflict and conflict resolution. Supporting the theme of self-analysis and reflection, an exercise of this type will encourage the students to take an unbiased look at their own tendencies in this area of performance and leadership.

Lesson 24: Leadership Growth / Individual Development Plan (1.25 hrs)

I. PCCs Covered: I.A; I.A.1; I.G; II.B; II.C.2; II.D; II.D.10; II.G; II.G.1; II.I.1-3

II. Learning Objectives

    A. Synthesize course material and instruction into a mid/long term plan for individual development.

    B. To support objective (A), construct an actual written individual leadership plan.

    C. Review list/topics covered by course PCCs to ensure all requirements are complete. *

III. References and Texts

    A. Navy Leader Development Framework

    B. Saltwater Leadership: Chapter 10 and Appendix A

    C. Armed Forces Officer: Chapter 3 (The Officer in the Profession of Arms)

    D. Chief of Naval Operations Professional Reading Program

IV. Instructor Notes

    A. This lesson is meant to be both a review of the overall course PCCs as well as a practical session for refining a student's individual development plan. The readings support several different ways of approaching the construction of the plan; notably the last section of SWL provides materials and space organized just for this purpose.

    B. The Navy Leader Development Framework is included as a demonstrated Navy resource that the students will see again as part of their professional career and its progress. The CNO's Professional Reading Program is also included to provide resources for the students as well as a point from which to discuss professional education and ongoing learning efforts to which armed forces officers should devote both time and energy in a systematic manner.

    C. The Armed Forces Officer reading addresses service core values and military virtues. This chapter can be used to reinforce military expectations in support of leadership growth and development.

    D. This guide provides a listing of the PCCs for the course. It is highly recommended that the instructor briefly review these core competencies with the class as a way of emphasizing/recapping both course content and the skills that they should continue to hone in the semesters (and years) ahead. *

V. Discussion Questions

    A. When constructing your rough individual development plan, what goals did you consider? What did you find hard about constructing the plan? Why was this so? Which activities or resources

seem particularly exciting to you as look into the future? Did you find the template provided by the last section of SWL helpful when constructing your plan?

B. The CNO's Professional Reading Program is quite comprehensive – did anything strike you as uniquely interesting or different from what you expected? Why or why not?

VI. In Class Exercises

A. Either the module at the end of Saltwater Leadership (or another type of Individual Development Plan module of the instructor's preference) should be assigned as homework. The students should come to class with a rough plan completed, and the goal of the lesson should be to amplify the information on the plan with the purpose of crafting a draft plan for the student to use going forward in both their academic and professional careers. Differently sized classes will require distinct strategies for presenting and working on these plans (i.e. small groups vs. entire class, as an example). This effort should encompass the majority of the time available, perhaps leaving 15 minutes for reading material discussion and 15 minutes for the PCC review.